



## West Boldon Primary School

### Pupil Premium Strategy 2020-21

1. Summary Information	
School	West Boldon Primary
Academic Year	2020-2021
Total number of pupils on roll	271
Total number of pupils eligible for PP	(51%)
Amount of PP received per pupil	139 Pupils Pupil Premium Deprivation @ £1,345 = £186,955 5 Service Child Pupil Premium @ £310 = £1,550 12 Adopted Pupil Premium @ £2,345 = £2,8140 2 Looked After Children @ £2,345 = £4,690
Total PP Budget	£221,335

2. Current Attainment		
Based on End of KS2 Teacher Assessment (due to Covid) 2020	Pupils eligible for PP (School)	Pupils not eligible for PP (School)
% Achieving expected standard or above in reading, writing and maths (RWM Combined)	79%	85%
% achieving expected standard in Reading	79%	85%
% achieving expected standard in Writing	79%	85%

% achieving expected standard in Maths	83%	85%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers ( <i>issues to be addressed in school</i> )	
A	Communication and language difficulties are often evident for PP children and they enter school with low levels of vocabulary
B	Emotional resilience is often limited and support is needed for children to manage their feelings and behaviours
C	Children have limited wider experiences to draw upon
D	Social care needs – a number of our families are supported by outside agencies, including social care and family partners
External Barriers ( <i>issues which also require action outside school</i> )	
E	Attendance levels are sometimes poorer for PP children. School is addressing this through attendance procedures.
F	Parental engagement of the PP children is very poor as is attendance to information events and support with homework and reading.

4. Desired Outcomes		
	<i>How will they be addressed</i>	<i>Success Criteria</i>
A	To improve the number of children achieving the expected standard in reading ,writing and maths	2020/21 data reflects an increase in PP pupils achieving the RWM combined indicator.
B	To improve the number of children achieving greater depth in reading, in writing and in maths	To narrow the gap between WBP PP children and their counterparts Nationally in attaining greater depth standard
C	To improve the progress measures of PP children by the end of KS2	Pupils eligible for PP across school to make rapid progress so they meet age-related expectations To monitor the progress of low, middle and high attaining groups against expected and more than expected targets
D	Continue to ensure that teaching, learning and assessment across the school is at least good with a proportion of outstanding and ensure this is impacting on PP achievement in all classes	PP pupils across the school will meet age-related expectations and make good progress from their relevant starting points
E	To endeavour to improve parental engagement through newsletters, parent meetings, tutorials, supporting children at home etc.	Improved attendance at meetings leads to higher levels of parental engagement and support for children. Successes from the introduction of the class dojo app

5. Planned Expenditure

Academic Year 2020/21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
70% Y6 PP children to meet expected outcomes in reading, writing, maths combined 2020/21	<p>Reduce class size and increase adult support</p> <p>Additional one to one reading for less able readers 4 times per week</p> <p>Booster sessions in ability groups 3 times per week (Feb-May)</p> <p>Data tracking meetings analyse the performance of all groups of children termly</p>	<p>NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</p> <p>NFER indicated a 15.6% increase in outcomes using one to one tuition</p> <p>NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively</p>	<p>Reading ages monitored</p> <p>Intervention trackers completed</p> <p>Fortnightly Y6 team meetings</p> <p>Regular monitoring through planning and work scrutiny.</p> <p>Lesson observation</p> <p>Half termly data analysis meetings</p>	<p>P Cairns / J Lauderdale</p> <p>Phase leader monitoring (SMc)</p> <p>L Garr (data target tracking – PP and Termly trackers)</p>	<p>Fortnightly Y6 team meetings.</p> <p>Termly data analysis meetings</p>

<p>To extend the more able to achieve more than expected (GDS) levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more-able groups.</p> <p>Morning booster groups starting November 2020</p> <p>All children have access to booster sessions from January 2021 to support all groups of learners achieve their potential</p> <p>Links with Boldon School for more-able children</p>	<p>To Improve good outcomes at greater depth standard.</p>	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p>	<p>L Garr S Greaves E Fraser (Lit Lead) J Lauderdale (Maths Lead)</p>	<p>Year 6 meetings fortnightly</p> <p>Termly data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p>
<p>To ensure quality first teaching for all by increasing the quality and focus of CPD</p>	<p>Staff training:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• GPAS</li> <li>• Spelling / Phonics</li> <li>• Moderation</li> <li>• SEN</li> <li>• Intervention training</li> </ul>	<p>The NFER report reiterates that this can lead to an improvement of 18.7% This also proved a very successful strategy in school last year.</p>	<p>CPD evaluations and post training expectations (i.e. work reflected in books, changes to practise in lesson observations etc.)</p> <p>Performance management targets</p>	<p>L. Garr S. Greaves S. McCormack R. Smith</p>	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p>

	<ul style="list-style-type: none"> <li>In school support to further develop the teaching of writing</li> </ul>		Changes to practise and impact on teaching and learning		
Effective marking and feedback/high expectations is given throughout school – impact on outcomes and progress	<p>Training for staff on effective feedback</p> <p>Review of Marking Policy/use of codes</p>	<p>This is vital in ensuring that pupils know their next steps in learning in order to move on. Evidence shows that this has very high impact for little cost but identifies individual needs and provides support for those needs</p> <p>NFER(3,4)</p>	<p>Monitoring of books, pupil discussions- LG/SLT</p> <p>Discussions with staff</p> <p>Data Analysis</p>	<p>Assessment Coordinator – LG</p> <p>SLT/Phase Leaders</p>	<p>Termly – December 2020</p> <p>April 2021</p> <p>July 2021</p>
ii. Targeted support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading, Toe	<p>Plus 1</p> <p>Power of 2</p> <p>Toe by toe</p> <p>1:1 phonics</p> <p>1:1 reading</p> <p>Spelling shed activities</p>	<p>NFER indicates that paired or small group additional teaching had an impact of 18.8%</p>	<p>TA training</p> <p>Regular scrutiny</p> <p>Impact statements based on pupil observations and data analysis</p>	<p>L Garr</p> <p>S McCormack</p>	<p>Monitor intervention</p> <p>Half termly</p>

by toe, Booster sessions					
To provide support in all year groups during English and maths sessions through providing an additional adult to support targeted groups	Adult support in English and maths sessions each morning	The diversity of abilities in our children are better supported if additional staff are available to support targeted groups under the direction of the class teacher to enable children to be challenged/extend their learning	Monitoring cycle will show impact through; Lesson observations Work scrutiny Data analysis	All staff L Garr S Greaves SLT	Half termly
iii. Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop the whole child through broadening their real, life experience	Supporting after school clubs  School trips and curriculum "Hooks" to broaden experiences and engage  Curriculum  Introduction of Commando Joe	Successful last academic year and further developed to incorporate Change for Life experiences	Attendance at after school clubs  Pupil voice  Levels of pupil interest and engagement	L Garr  S Greaves  Phase leaders	Termly

<p>To enable children to develop their thinking in maths to move from concrete to abstract processes</p>	<p>Staff training – WRM modules / staff meetings</p> <p>Maths Lead – CPD (LA)</p>	<p>Analysis of school work shows there is still a gap in provision</p>	<p>Work scrutiny-evidence in work books</p> <p>Conversations with children – pupil questionnaires</p>	<p>L Garr J Lauderdale</p>	<p>Half termly</p>
<p>To support the emotional health and well being of pupils through providing additional support</p>	<p>HLTA is completing her level 5 counselling training. She is taking on the role as pastoral lead to support vulnerable learners</p> <p>A number of in-school therapies to support children;</p> <ul style="list-style-type: none"> <li>• Theraplay session in school – sunshine circle groups support self-esteem and social interaction</li> <li>• Lego Therapy groups support social interaction, collaboration and turn taking</li> </ul>	<p>Therapy sessions to continue</p>	<p>Two staff have been trained by LA at level 1 and level 2 to deliver Theraplay sessions.</p> <p>Our in school - meet with families at the start of the 1 to 1 sessions and discuss issues, children closely monitored, statements of impact /effectiveness produced</p>	<p>S. McCormack E. Askwith</p>	<p>Termly to review groups and impact of sessions</p>

	<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Gratitude diaries</li> <li>• Draw and Talk therapy - Aiding children to open up and voice issues through art.</li> </ul>				
Total budgeted cost for all the above approaches £221,335					

#### 6. Additional Detail

- We will review our strategy for how we use pupil premium in July 2021 and will report to the full governing body and relevant committee
- Head teacher will ensure she is up to date with Pupil Premium Review training
- Information on last year's PP and the impact can be found on the school website

Targets for 2020 data - (To be filled in once autumn 2 data is inputted)

KS1

Subject	Target PP EXS	Target PP GDS
Reading	%	%
Writing	%	%
Maths	%	%

RWM Combined	%	%
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KS2

Subject	Target PP EXS	Target PP GDS
Reading	%	%
Writing	%	%
Maths	%	%
EPGS	%	%
RWM Combined	%	%